# California School for the Blind

# Third
# BIENNIAL REPORT

FOR THE PERIOD ENDING

JUNE 30, 1928

*Printed by the Class in Printing*
*California School for the Deaf*
*Berkeley, California*

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NEW DORMITORY FOR BOYS

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## CALIFORNIA SCHOOL FOR THE BLIND

administered through

DIVISION OF NORMAL AND SPECIAL SCHOOLS
of the

STATE DEPARTMENT OF EDUCATION

William John Cooper, *Director of Education*
Sam H. Cohn, *Deputy Director of Education*
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B. J. Ballard
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*DOMESTIC DEPARTMENT*

Sadie A. Kirk, *Matron of Boys*
Maud I. Hilton, *Matron of Girls*
Winona Bailhache, *Housekeeper*
Alice Aspden, *Assistant Housekeeper*

# REPORT OF THE PRINCIPAL

*Mr. William John Cooper*
*Director of Education*
*Sacramento, California*

DEAR SIR:

I have the honor herewith to submit a brief general report of the California School for the Blind for the biennium ending June 30, 1928, together with additional documents covering special activities. I have included revised courses of study, both for the information of those who would normally receive this biennial report and also for the information of such persons as may from time to time make inquiries regarding the conduct and organization of the School.

I trust that both the general report and the special documents herewith submitted may serve further to strengthen the impression that the California School for the Blind is an educational institution and an integral part of the State School System.

Very respectfully yours,
R. S. FRENCH,
Principal

# GENERAL REPORT

## *PROGRESS AND NEEDS*

Since the passage of the Act of 1921 creating the California Schools for the Deaf and the Blind steady progress has been made in impressing on the people of California, including the public press, the fact that the State maintains educational institutions for its sense defective children and that these institutions are only incidentally homes or boarding schools, and essentially educational in their aims and work. The use of the word "asylum" has almost entirely disappeared although some still refer to the School for the Blind as the "Blind Home." The impression that this institution is primarily a school has been strengthened by adherence to that phrase in the law which demands of entrants "suitable capacity." A number of children have been dismissed because of mental inferiority and for other unfitness or disability and many have for similar reasons been refused admission. Hence the impression has been still further strengthened that only those of sufficiently high mentality to profit by the school course may be accepted and remain as pupils and that the institution has no "inmates" as such.

The School has still to contend against the feeling on the part of parents and the public that blind children are not to be submitted to strict and constructive discipline. The administrative office receives long letters showing how blind children should be coddled and why they should not be punished for misdemeanors which in other children would lead to suspension or expulsion. But in spite of this attitude steady progress has been made in the disciplinary program. With the occupation of the new boys' dormitory our general disciplinary program will be advanced and it is believed that the major portion of disciplinary troubles with the boys will disappear under the new system of supervision which will be inaugurated.

The continuation of the flexible grading system has had two noteworthy effects. First, that of a decidedly increased "turn over," enabling the School partially to clear its accumulated waiting list and also a marked increase in the proportion of pupils in the upper school, that is, the junior and

senior high school division. We have had one case of the completion of three years of school work in one year, carrying the pupil from the beginning of the fourth grade to the junior high school in that brief period of time. Other cases of advances only less marked are to be noted. The gain through rapid promotion will necessitate in the near future increased teaching force in the upper school but as some provision was made for faculty increases in the 1927 budget probably only one important additional position needs to be created within the next three or four years.

Mention must be made again of the splendid cooperation of the University High School in taking approximately ten of our most advanced pupils. Pupils attending University High School have on the whole accomplished satisfactory work, making medium grades or better in the courses which they have taken up. The policy of sending pupils to outside high schools seems more than justified and will be continued indefinitely. The Berkeley High School has also continued its cooperation, having at the present time one of our boys in the twelfth grade of the regular high school course. Dr. Newel Perry continues in charge of the outside high school group, directing both their general course and their supervised study within the School. Dr. Perry has been adding to his work of guidance within the biennium just completed. No doubt within the next three or four years a department or bureau of guidance should be created looking toward the more successful placement of our graduates.

Our health program continues with gratifying success. Our physician, Dr. H. R. Hoobler, has given unstintingly of his time and has continued the development of a health program, the good results of which are apparent both in the general health of the children and in their capacity for general school work. Dr. Hoobler is particularly interested in the cases of malnutrition, underweight and under-development. Children so afflicted are receiving special examination and care. The whole medical staff is deserving of great credit for its fine cooperation, extending to all departments of the School.

Under the general guidance of the Department of House-

hold Science of the University of California a dietetic program was undertaken in the girls' residence with Mrs. B. B. West in immediate charge. The response both from employees and the girls was splendid and so successful was the experiment that it has become nationally known. With the completion of the boys' dormitory a similar dietetic program will be undertaken for the whole School.

The school building provided for in the 1925 budget was completed in May, 1928, and dedicated with appropriate exercises. While not wholly adequate to the needs of the School this new building has proved of inestimable value in in the carrying out of the general school program. The Department of Music is particularly well housed and equipped and has accomplished the most successful work in the history of the institution. Work is about to start on the building of the boys' dormitory, plans for which are under consideration by the Department of Public Works. As planned this building will be adequate for the housing of boys for many years. In general structure it follows closely the plan of the girls' residence with such modification of detail and equipment as will make it very effective for the housing of boys. A large open playroom with ample protection of walls and windows makes provision for the activities of the small boys in a way that will lessen disciplinary problems and add greatly to the happiness of the children. Attention is called to the need of completion of the school building and the adding of such annexes and equipment as will make residential accommodations adequate for at least the present needs of the State. Provision for general kindergarten housing will be made in the annex to the school building. Special provision for the separation of small children is also being made in the new budget.

Mention should be made of the wonderful cooperation of friends of the School. Some of them are making possible a new scholarship fund which when built up to the desired point will make adequate provision for aiding college students and for others who wish to pursue advanced courses. Sums varying from a few dollars to $10,000 are now available or will soon be made available both for scholarship purposes and for immediate relief in case of definite need.

Various organizations continue their splendid cooperation, particularly the Lions Club, both in its local organization and throughout the State.

Only one resignation has taken place in the regular faculty during the biennium. Miss Mary White Eastman resigned as teacher of the adjustment class. Miss Eastman will continue some of her activities in other work for the blind, thereby showing that her interest continues unchanged. I wish to take this opportunity of expressing the appreciation of the School for her long and faithful service. Miss Mary N. Ord has taken Miss Eastman's place and has shown marked ability in the organization and conduct of the class.

I herewith append statement of attendance showing new enrollments and dismissals:

| | BOYS | GIRLS | TOTAL |
|---|---|---|---|
| Pupils on rolls June 30, 1926 | 39 | 47 | 86 |
| New admissions and re-admissions 1926-28 | 32 | 18 | 50 |
| Graduated or left school | 21 | 26 | 47 |
| Pupils on rolls June 30, 1928 | 50 | 39 | 89 |

The total enrollment during the period June 30, 1926 to June 30, 1928 is as follows:

| SCHOOL YEAR 1926—1927 | | SCHOOL YEAR 1927—1928 | |
|---|---|---|---|
| Boys | 54 | Boys | 59 |
| Girls | 54 | Girls | 52 |
| | 108 | | 111 |

# COURSE OF STUDY

## *INTRODUCTION*

The following outline of the Course of Study of the California School for the Blind has been compiled primarily for the information of parents, particularly those interested in placing children in the School. It will serve as a general guide for the teachers of the School, as they will be expected to carry out the outline in all work of their classes. It is hoped that it may serve for comparative purposes in other schools for the blind.

In general the course is a compilation of data supplied by the teachers, covering the work actually given in classes at the present time. Each statement of actual class performance has been accompanied by a statement of needed changes in procedure and time allotment. This statement has also been taken into consideration, so that in part the course of study here submitted is prospective.

The third element entering into consideration has been a preliminary statement of testing results, which will undoubtedly play a large part in the shaping of courses in the future. The most outstanding result of mental tests given in the school so far has been to show the need of an elastic system of grading and promotion. In this outline, therefore, the strict grade barriers have been broken down and the school has been classified into larger divisions; into lower primary, upper primary, junior high school, and special courses. The high school division as such has been dispensed with and the pupils of the school who are advanced senior high school students are receiving their instruction in courses in the University High School of Oakland. It has been found necessary, however, to continue some senior high school work in the School for the Blind, and for such courses pupils receive regular credit. This arrangement makes possible not only greatly extended contact with life conditions for the pupils, but it brings into this School some of the value received in what is one of the best organized high

schools in the United States. It is the belief of the Principal that the cooperative arrangement entered into with the University High School gives our pupils advantages enjoyed perhaps in no other school for the blind in America, as all the studies of the high school group are strictly supervised and their reading done under expert direction.

Since this arrangement does away with a large part of the high school instruction, no statement is necessary concerning courses taken over by the University High School. Pupils who continue in the high school division after their tenth year, are treated as regular students of the University High School. Work done in the California School for the Blind is duly accredited on transfer blanks and pupils graduating from the University High School enter university or college courses on the credentials received from that institution. This change makes possible an intensifying of the work done in the School for the Blind.

In the following outline each course will be stated in full. The first statement will cover the so-called "Objectives," that is, the purpose of the course and what it ought to accomplish in the life of the child. The objectives are stated as concretely as possible but in some instances the statement is necessarily general. Then follows a statement of the courses as given, or as planned for the near future. In every instance an attempt is made to keep the second statement as practicable as possible, so that it can actually be carried out in detail in the work of the class.

The third statement, that concerning equipment, covers material actually on hand or provided for in the next year's budget. The statement concerning equipment will serve to inform parents and others interested as to actual working possibilities.

It is sincerely believed that with its new buildings and equipment the California School is beginning to take its proper rank as second to none. The arrangement whereby the School is made a part of the public school system of California has had a very stimulating effect and the continuation of this arrangement in the future will insure the highest standards both of teaching and of study.

## BRAILLE READING AND WRITING

OBJECTIVES:

Since the reading and writing of the Braille or similar "dot" system is of utmost importance in the life of a blind person, too much emphasis cannot be put on the correct learning of the system and the facile reading and writing both of the full and of the abbreviated forms. In the interest of correctness, the child should first be thoroughly grounded in the full spelled forms; but since facility and quickness are prime requisities in later life, word and part-word signs should be introduced as early as possible.

Braille writing by the writing frame commonly called the slate generally precedes the use of the Hall Braille-writer. This practice is perhaps correct, but the facile use of the writing machine is essential for rapid and extensive correspondence, note taking, transcribing and similar uses and learning the use of the Hall Braille-writer is therefore essential.

On graduation all pupils not belonging to the "conservation of vision" group should be able:

1. To read simpler texts with ease and dispatch, covering even new material at a rate only slightly slower than ordinary speech;

2. To read more difficult texts, such as scientific or technical works without hesitation;

3. To write from dictation by machine at a rate only slightly slower than ordinary handwriting;

4. To write both by slate and by machine in readily legible form.

By the completion of the high school course, every pupil should have acquired a considerable body of notes and copied texts, or parts of texts, upon the most essential subjects, particularly history, literature and science. Such a personally made library is of incalcuable value to the student if he intends to continue his studies and a great source of interest and culture if he goes immediately into some vocation.

THE COURSE:

*Lower Primary.* Learning and identification of letter and number symbols and punctuation signs through their actual usage in sentences. Alphabetic values are subordinated to phonic, both in single letters and in syllables and other phonic groups.

Writing of signs (letters, punctuation, etc.) correlative with reading and composition.

After alphabetic forms are mastered the part-word word and word signs are to be introduced. This requires very careful correlation with general language study, spelling, and composition.

*Upper Primary.* Continuation of both reading and writing Braille with the introduction of the more highly abbreviated forms in correlation with general school work. Twenty minutes of daily drill on correlation and facile reading. Thirty minutes of semi-weekly drills and tests in Braille writing.

*Junior High School.* Continuation of reading of Braille. One drill per week, with frequent tests for speed and accuracy. Grade II.

*Senior High School.* Special emphasis on utilization of Braille as an instrument of study. Grade III.

EQUIPMENT:

Hand slates, one for each pupil. Forty standard Hall Braille-writers. One Hall Braille-writer for storeotyping zinc plates, pedal type. One manifolding press, lever type.

## BEGINNING LESSONS IN BRAILLE

*By* LEILA BURNS JOHNSON

For my own use I have had small peg boards (2 in. x 8 in.) made with groups of holes corresponding to the Braille slate cell, six of these groups in a board. My first lesson consists entirely of learning to put the pegs in the board, and the length of time required depends upon the child.

After the little fingers have mastered this my next step is the study of one group of holes. We name this the "Braille Street." As most of the children I work with live where the streets are named and the houses numbered we have quite a lot of fun with the houses on the left side of our street, 1-3-5, by naming the children who shall live in house No. 1, house No. 3, and house No. 5. The children visit back and forth on that side of the street until they can readily tell what "house June lives in" and put the peg in that particular hole.

Next, we venture in the "street car track" and learn 2-4-6 on the right side of the "Braille Street."

After the pegboard is entirely familiar, I use cardboard with dots made on a Braille slate, without reference to position, until the child can tell whether it is one dot, two dots, or more, and whether or not they are side by side or one above the other. Then I write the full cell and he knows almost at once that it is the "whole Braille street."

The thing I stress most with small children, or larger ones for that matter, is the position of the dots in the cell. I never teach a letter until the cell numbers of any group of dots that I write are easily distinguished.

Next we study the first letter (and never tell its name) in the Primer, which is "m" in the Beacon Series. The child learns that the dots, 1-5-2, make up a picture that we call the "moo-cow" and that this picture always tells him to make the sound the "cow" makes. Of course, he calls this "moo" at first, but it is not long until he gives the real sound of "m."

"Mama" is our first word so we study "a" next and call it the "laughing baby," and then join the sounds "m" and "a." It is surprising now, how quickly the child can combine the sounds of the letters in "mama" and how surprised and delighted he is that he can "read" a word that he knows.

We proceed in this way with the other words as they follow, and often nearly finish Volume 1 of the Beacon Primer before the children know the name of any letter of the alphabet.

## LANGUAGE AND LITERATURE

OBJECTIVES:

The primary object of elementary English studies is an extensive and accurate acquaintance with the mother tongue in its spoken and written forms; extensive, because language is the chief means of mental activity and this activity ought to be as rich and varied as possible; accurate, because one is largely judged by what he says or writes, his degree of culture being considered proportional to the precision and fineness of his English. In their primary aspect, English studies are essentially linguistic, involving the acquisition of the frame work (grammar) of the language and of the word material (vocabulary) for its up-building. Such studies are essentially formal, but need not be dry. Teachers are as a rule too largely concerned with the negative corrective side, telling children what they ought not to say and how not to say it. The result is stultification. In the presence of their instructors, the children are meager in thought expression, restrained and painfully accurate, when not scared into making mistakes. On the contrary, when not under restraint their language becomes free, expressive, and fluent, but they glory in the use of slang and ungrammatical language almost to the exclusion of the more expressive and forceful correct forms.

At the end of the elementary course pupils should be able:

1. To speak clearly and simply in conversation or in formal discussion without violation of good usage;

2. To talk for a short period before classmates on previously prepared topics, organizing the material employed into clear and complete sentences, with proper regard for posture and distinct utterance;

3. To write the equivalent of an ordinary manuscript page on a familiar subject without error in paragraphing, spelling, punctuation or capitalization;

4. To write a friendly letter or a simple business letter in good form and in a courteous manner;

5. To read silently with a full understanding of its meaning and at a rate comparable with ordinary conversation any English of moderate difficulty;

6. To read aloud in a fluent and expressive manner any selection of moderate difficulty with which the pupil may be reasonably familiar.

To accomplish these aims it is essential that the teacher constantly emphasize the positive side of language. Not only must the child be saturated with the best in English prose and poetry, with liberal allowance for memory selections, but he must also be taught to realize the importance of language as a practical instrument in all life situations. The utility of accurate and fluent oral expression is especially to be emphasized. Materials of daily lessons in science, geography, history, and mathematics should be employed for this purpose as well as every-day experiences, vacation trips, and world events. "Thinking on one's feet" should be duly emphasized, and to this end even the more elementary classes can from time to time be turned into discussion or debate groups.

THE COURSE:

*Lower Primary, Grade I.* Beacon First Reader; Aldine First Reader; Beginners' Reader and Primer. Five thirty-minute periods per week.

*Grade II.* Beacon Second Reader, with supplementary reading from simple stories and poetry. Five thirty-minute periods per week.

*Grade III.* Beacon Third Reader, two volumes of Baldwin's Fifty Famous Stories Retold and other supplementary reading. Five twenty-minute periods per week, with extra periods for oral and written expression.

(*Note*: Tests in speed and comprehension should be given at the end of each quarterly period).

*Upper Primary, Grade IV.* Beacon Fourth Reader with supplementary reading from stories and poetry. Five twenty-minute periods per week, with extra periods for oral and written expression.

*Grade V.* Beacon Fifth Reader with supplementary reading of stories and poems. Five twenty-minute periods per week, with extra periods for oral and written expression.

*Grade VI.* Detailed Study of the Vision of Sir Launfal, Courtship of Miles Standish, Evangeline, and similar poems, selected short stories, and one simple novel. Five twenty-minute periods per week, with extra periods for oral and written expression.

*Junior High School, Grades VII and VIII.* Lady of the Lake, Ivanhoe, and similar poems and novels for intensive study. Five forty-minute periods per week.

*Grade IX.* Regular first year high school course as outlined by the Department of English of the University of California. Special stress will be given literary foundations involved in such materials as classic myths, folk tales, hero stories, and folk poetry. Only such technique as is absolutely necessary for the understanding of the selections used will be insisted on. Oral and written expression will be especially stressed, and a considerable part of the time required for preparation will be given to original composition. Five forty-minute periods per week.

*Grades X, XI and XII.* Regular Senior High School course.

## *COMPOSITION AND GRAMMAR*

*Lower Primary.* Writing of sentences; paraphrasing of stories; writing of original letters to parents; vocabulary drill incidental to reading; California State Series in English, Books I and II, used for the guidance of teachers.

Oral 75 per cent: Conversations; story telling; Dramatization; memorization of short poems; games for correction of errors.

Written 25 per cent: The sentence; the composite or class story—one paragraph; beginning original work; letter writing.

*Upper Primary.* Oral 50 per cent. Continuation of work in Lower Primary. Written 50 per cent: Letter writing, continued; history topics as basis of dramatization written by class and presented; original stories.

*Junior High School, Grade VII.* Compositions stressing exposition and description; vocabulary drill continued; grammar lessons continued.

*Grade VIII.* Continuation of work of seventh grade, with stress in composition on narration and description.

(*Note*: The time assignment for language is left largely to the discretion of the teachers.)

*Grade IX.* Advanced composition, both oral and written.

*Senior High School.* Work of Grade IX continued, with emphasis on public speaking.

## *SPELLING*

OBJECTIVES:

Because of the dominantly visual character of the written word, it is very necessary to drill the children in the lower and upper primary grades in English spelling and to give continued attention to spelling through the junior high school course. By the end of the junior high school course correct habits in the use of the written word should have been attained. The utilization of spelling in writing is to be emphasized and therefore there must be frequent drills in selected lists of words in most common use and careful written work.

The blind child must carry his own dictionary mentally. He has no ready access to authorities on word forms. He must therefore be proportionately much better equipped than the child of normal vision with regard to linguistic correctness.

The utility of oral spelling is called in doubt. Spelling matches and other devices for stimulating oral correctness are of doubtful utility. The sole aim of training in spelling is correctness in the written word.

THE COURSE:

*Lower Primary.* Two drills weekly of twenty-minutes each, for grades 1 and 2. Use of Ayres' lists as given in California Teachers' Manual of Spelling, no text in hands of children. Two weekly drills of twenty minutes in grade 3, children to study lists in Braille in preparation for drill. Tests every five weeks (at end of semi-quarterly period.)

*Upper Primary.* Continuation of Ayres' lists through grades 4, 5, and 6, with a minimum drill of 40 minutes per week. Spelling of all common words encountered in reading, with keeping of Braille lists by pupils. Semi-quarterly tests.

*Junior High School.* Continuation of drill, at least 20 minutes per week in grades 7 and 8. Keeping of lists of new words.

*Ninth Grade.* Drill on spelling of new words, especially in the preparation of English lessons.

Same continued in grades X, XI and XII.

## *SPANISH*

OBJECTIVES:

The primary purpose of introducing a foreign language into the course is to give to the children a new and broader point of view from which to estimate language values, thus enriching general mentality and at the same time adding precision and breadth to their use of the mother tongue. The direct aim is to give pupils a practical working knowledge of the language studied. Spanish has been chosen in preference to any other foreign language because of its simplicity of structure, ease of pronunciation and readily mastered vocabulary. It has been chosen particulary for the California State School for reasons of sentiment also and because it is the vernacular of a considerable proportion of our pupils who should not be allowed to forget their native language.

THE COURSE:

*Grades VII and VIII.* Elementary Spanish direct method. Vocabulary and composition, conversation, short stories, simple poems, memory selections. Five forty-minute periods per week.

*Intermediate.* Reading of more advanced prose and verse, conversational drill, composition illustrating good grammatical usage. Texts selected conform with University High School, second year Spanish. Five forty-minute periods per week.

*Advanced.* A third year of Spanish is given from time to time to such students as complete the second year course and do not attend "outside" high schools the year following.

The course duplicates as exactly as possible the corresponding course in the University High School.

## *HISTORY AND CIVICS*

OBJECTIVES:

History should be taught in our schools in order to secure an appreciation of present-day conditions. It is very essential that each child should on finishing the school course have a sympathetic understanding of the historical antecedents of the institutions and general social conditions under which he lives, as well as the growth of knowledge and the history of invention. A close correlation of history studies with nature study and science gives him a sense of the continuity of life and makes him acquainted with the fact that human history is a small part of the history of the universe.

In civic studies the general aim is to teach the child to assume the responsibilities of active citizenship. To this end civic education must be conducted chiefly through the actual participation of each child in the organized activities of the classroom and of the school as a whole. Teachers are, therefore, directed to turn their classes into civic forums from time to time with stress upon the discussion of the present day problems and upon correct parliamentary procedure.

THE COURSE:

*Lower Primary.* History stories incidental to reading and in connection with observance of holidays.

*Grade IV.* California. History of local community.

I. Indians
   - Life and legends stressed in this grade.
   - Docas, the Indian Boy, dramatized

II. Spanish Period
   - Explorers.
   - Missions.

III. Mexican Period.

IV. Americans
   - Discovery of Gold
   - Pioneers
   - California admitted to Union.
   - Martha of California—Otis.

Tracing trails and routes on relief maps. History booklets in Braille made by pupils. Projects dealing with Indian life.

*Grade V.* Colonial Period through Revolution emphasizing the story part, manners, customs and industries in the Colonies. Booklets in Braille made by pupils. Class projects. Relief maps used. Text in hands of pupils. First Book in American History—Beard & Bagley.

*Grade VI.* American History from the Revolution to present time. Class projects dealing with Pioneer life. Winning of the West. Expansion, invention, industries.

European background of American History. Aim—trace development of civilization and the migrations of different peoples.

First Book in American History—Beard & Bagley. The Dawn of American History in Europe—Nida.

*Grade VII.* Civil government, with special stress on present-day institutions and practices as the result of antecedent institutions and movements. Teachers will make use of H. G. Wells "Outline of History," and of similar popular treatises, as well as the more technical texts in history. Five forty minute periods per week.

*Grade VIII and IX.* General History. More detailed study of the ancient, mediaeval and modern periods, with special reference to the institutions and practices of the present. Five forty-minute periods per week.

## *GEOGRAPHY*

OBJECTIVES:

The point of departure in geography should be the relationship between geographical influences and the success or failure of people in their natural environments, as well as the manner in which different nations affect each other socially and economically.

Geography should, therefore, be taught with the following aim: To make us sympathetically acquainted with other folk, that the interdependence of the peoples of the earth may be fully realized. To this end geographical stories are perhaps the best fitted materials for the primary grades. The

more formal side of geography, especially in its mathematical bearings, is reserved for the junior high school.

*Upper Primary. Grade IV.* How people live in other lands; study of globe, relief map of the world. Local geography—Bay Region; California as whole; making of maps in sand and clay by children. Geography booklets in Braille.

Texts: Around the world with the Children—Carpenter. Home and World Series—Chamberlain.

*Grade V.* Continued Globe Studies. Detailed study of North America and the United States and Dependencies. Study of relief maps. Making of models in sand and clay. Braille booklets.

Texts: World Geography—Tarr & McMurry. Geographical Industrail Studies—Allen.

*Grade VI.* South America. All types of work in Grade V continued. Model in clay of Mediterranean countries.

*Junior High School, Grade VII.* Asia, Africa and Oceania; detailed review of California, with a more intensive study of topography, climate and human geography; an intensive study of the maps and a careful study of the globe, with attention to celestial relationships. Three forty-minute periods per week.

*Grade VIII and IX.* Mathematical geography in connection with the course in arithmetic and the physical geography involved in the general science course.

EQUIPMENT:

Two sets of Altas relief Maps; (two thirteen-inch Jones' Model of the Earth), one twenty-inch Jones' Model of the Earth, with overhead mounting, with counter-balance showing relation of earth to moon; dissectible maps of the United States and the continents; clay and sand for modeling; school grounds for excursions and practical study of land and water features.

## *NATURE STUDY AND SCIENCE*

OBJECTIVES:

In view of the immense part played by the practical applications of science in modern life no school can afford to leave its children in ignorance of the fundamental facts of science,

the essentials of scientific method, and the most important results of applied science. The course in the California School for the Blind is devised with a view to giving the children the widest possible range of acquaintance with both scientific facts and their application to every-day problems. To this end the work is made as objective as possible, the more elementary parts being gained chiefly through direct contact by gardening, excursions, and the use of objective materials in the classroom.

On account of the short time which can be allowed to nature study in the lower grades, the work has to be closely correlated with geography. The more specific purposes of the course of study are as follows:

1. To develop a spirit of inquiry resulting in:
   (a) A live interest in and a familiarity with nature;
   (b) The habit of careful observation;
   (c) Perception of the relation of cause and effect;

2. To gain knowledge of nature's resources desirable for its:

(a) Aesthetic value, the enjoyment of nature, appreciation of the beautiful;

(b) Utilitarian values; providing food, clothing, shelter; conservation of natural resources such as minerals, forests, water power, human health and energy, acquiring skill in handling natural processes or materials.

(c) Biological value; appreciation of man's relation to other creatures and to his physical environment.

3. To develop a sympathetic attitude and enrich character through spiritual growth by perceiving the reign of law in the natural world; humane education through trying to view things from the standpoint of the lower orders of animals; patience, thrift and industry, through a perception of the orderliness of nature.

THE COURSE:

*Lower Primary.* Study of plant and animal life, with stress upon actual contact. Field work in the identification of bird songs; study of soils and of plant growth through

outside gardening and window gardens; excursions for study of the simpler land and water formations—water courses, rock outcrops, and erosion. Sixty minutes per week.

*Upper Primary.* Continuation of field work and excursions; gardening, with stress on germination and growth, fertilization and seed formation; means of plant propagation; budding and grafting. Interest is to be aroused through stress of the work of Luther Burbank and other plant breeders. Kern's "Outlines of Instruction in Agricltural Nature Study of the Rural Schools of California" in the hands of the teacher. Sixty minutes per week.

*Junior High School, Grade VII.* Physiology, Hygiene and Sanitation: Careful study of anatomical models, Gulick's text in the hands of pupils. Two forty-minute periods per week.

*Grades VIII and IX.* General Science; Introduction of scientific method, as exemplified in the applications of scientific knowledge to the problems of every-day life. The course will be guided by Snyder's "Every day Science" as a text in the hands of the teacher, Braille text of Caldwell and Eikenberry. Five forty-minute priods per week. Extra periods for laboratory and field study.

*Grade X.* General Biology.

EQUIPMENT:

A graded school garden set off in small plots for the use of pupils The plant growth of the school grounds with a large variety of trees and with frequent interesting bird visitors. The same globes and maps as used in the study of geography. Models in human and animal anatomy, illustrating skeletal structure and the most important organs, as well as general musculature and the structure of the body as a whole. Skeletons, human, cat, bird. Botanical models. General science laboratory.

## NOTES ON NATURE STUDY

There is no reason why nature study for the blind cannot follow the public school course for the particular locality, with such modifications as common sense dictates.

In the intermediate grades school gardens have been found practical and profitable and throughly enjoyable from the children's standpoint. Here they worked in plots allotted to them either singly or in pairs, sometimes a totally blind child working with one having partial vision. These gardens involved study of soil, preparation of soil for seed, stress placed on germination and growth, fertilization and seed formation. The vegetables raised were cooked or served raw in salad.

Our school is ideally situated for nature study excursions. Growing on our own grounds are a great variety of flowers, trees and shrubs, both wild and cultivated. Birds are everywhere and the study of bird calls can be begun without leaving the school room. Within a few minutes' walk is Garber Park, a tangle of native growth, attracting still more birds.

The first objective in an excursion is, not the acquiring of facts, but growth in the children of a real joy in and love for the outdoors. If there are timid ones, the path must present few difficulties at first. As the children gain confidence, rougher routes may be chosen and they will learn the joy of a hard scramble.

Appreciation of nature will be developed most quickly in totally blind children by teaching them to notice the general environment rather than some particular thing to which they must be led. They enjoy listening for a minute and then reporting what they have heard. The bird songs, the wind in the trees, the buzzing of insects, the murmur of water, awaken in them an awareness of the wonders surrounding them. Odors should be noticed and enjoyed. An interest in an odor is one of the quickest approaches to object study, as its source is so often a convenient flower or shrub. The child will learn to love sun and shade, wind and fog, and the "feel" of the air on his face. Impressions

which he gets through his ears and nose and skin will build the foundation for the more detailed study of nature.

We find that the children gain much by covering the same route at different seasons. They can follow the same tree or shrub through its various changes, studying buds, leaves, blossoms and seeds. They learn which trees are evergreen; which plants live through the winter; which birds stay with us the year round and which are seasonal visitors; the effect the seasons have on the streams, etc.

A totally blind child in the lower primary grades can learn to recognize the calls of the birds most common in his environment; to know a number of wild and cultivated flowers by touch, and in most cases, by odor; to recognize various trees by leaves, bark and seed vessels. He can bring back caterpillars and cocoons for school room observation; large seeds, such as buckeyes, for sprouting; leaf and flower buds for indoor forcing. The ravages of insects are all around. The sapsucker bores holes within easy reach and the burrows of moles and gophers are under foot. It is important that the group be small. Every member must be able to hear or smell or feel the subject of discussion.

Our walks vary in plan. Sometimes we go without definite objective, other than to feel the air and sun and enjoy the ground under our feet. Always at such times there are unexpected things we must stop to investigate.

At other times we discuss our aim beforehand. Perhaps it is to find as many different kinds of seeds as we can. From them the children learn the different methods of seed distribution and get a glimpse of the infinite variety of provisions Nature makes for carrying on the different species. So each detailed study can lead into a wider field.

Occasionally we go with the object of finding as many interesting things as we can. Then we stop at every tree and flower and often spend a very profitable hour covering a short distance.

For follow-up work we have discussions about what we have seen, study the large models, and make nature study note books filled with stories of the trips, dictated by the children.

When the children are ready for the more formal

study of flower parts, fertilization and reproduction, we find our collection of large models more practical than the delicate real flowers. After the children understand flower structure they are able to distinguish the parts of real flowers. They find the life history of plants most fascinating and are always interested in the interdependence of plants and insect life.

The following story, dictated by one of the classes, is taken from their last year's note book:

### *A NOVEMBER WALK*

On the eighteenth of November we went for a walk to see what interesting things we could find.

First we looked at some Monterey pines. They have long, slender leaves. Leaves of this shape are called needles. On this variety of pine the needles grow three in a group. They fall from the tree in bunches. The pine is an evergreen. The needles are well shaped to stand the snow, rain and wind. If they were broad, they might hold too much snow and break the branches. Broad leaves would tear in the winter storms.

We saw a big dandelion rosette. It was growing where an old garden had been. It was much larger than those on our playground because the soil was rich. It showed us that the dandelion grows according to the soil and moisture.

Next we found a weed that had gone to seed. It had seeds like the dandelion. The weed was shaped like a little bush and was covered with the little dimpled cushions left after the seeds had blown away. This plant grew from one seed and it produced perhaps thousands of other weeds like it.

Next we studied an acacia. It looked like it had leaves, but it did not. It is covered with little flattened twigs which look like leaves. The tree was in bud. The buds were little round, rough, green things.

After the acacia we found some horse chestnut trees. The leaves were large and had five or six or more divisions. They are green in the spring. In the autumn they are yellow and brown. The stems are long and thick. The

leaves were beginning to fall. When you break off the leaves they leave little scars shaped like a horse's foot. These scars have little pits like the places where nails have been driven in. This is the reason it is called the horse chestnut. Above each scar there is a little bud which will grow into a new branch next spring. At the end of each branch there is a big bud. In the spring the leaves will come out from these buds.

On the ground we found some elm leaves. The edges were out in little teeth like a saw. The veins ran parallel from the midrib to the edges. The veins carry the food to the leaves. Their work is like that of our veins.

This was all we saw that November morning. We went about half a block away from the school grounds. It was a very short distance, but we saw very many interesting things.

## *MATHEMATICS*

OBJECTIVES:

Arithmetic is essentially a tool to be used in the affairs of everyday life when and where quantitative expression is necessary. The first aim in the teaching of arithmetic is, therefore, quantitative thinking, or thinking in terms of numbers and measures. It is necessary in the young child to develop the notion or idea of number in the most concrete and practicable way possible. It is, therefore, necessary to drill him in the essential number relationship to the point where he has formed habits of quick and accurate thinking in numerical terms. Since the arithmetic is no longer looked upon as a means of mental discipline, all unnecessary lumber of fictitious problems is eliminated. Only what is usable should enter into the arithmetic course; mental gymnastics, as such, holds no place.

At the end of an elementary course each pupil should have attained not only the habit of accurate quantitative thinking, but should be thoroughly familiar with the most common processes of every-day life into which enter number relationships. Of these the handling and calculation of money is by far the most important and most commonly used.

Teachers are, therefore, directed to use drill in the making of change, calculation of simple interest and the forms of ordinary business transactions as frequently as possible.

The pupil should further be familiar with all the common terms of measurement, linear, square, and cubic; with the thermometer, with time, with simple spherical, and should have in the more advanced stages some knowledge of the use of numbers in the application of science to every-day life.

THE COURSE:

*Lower Primary, Grade I.* Simple numeration, learning of Braille number signs, concrete measurements, simple problems involving numbers, simple addition and subtraction. Use of "slates" for numeration and fundamental processes. 120 minutes per week.

*Grade II.* Drill on fundamental processes, adding subtraction, multiplication and division. Continuation of concrete measurement and simple practical problems. Braille arithmetic in hands of children. Use of slate continued. 120 minutes per week.

*Grade III.* Continuation of work in Grade 2, with multiplication tables and additional problem work. Linear measurement. Use of text by pupils. 120 minutes per week.

*Upper Primary, Grade IV.* Continuation of fundmental processes, with long division. Square measurement, simple fractions with examples. Use of text by pupils. 120 minutes per week.

*Grade V.* Addition and subtraction of fractions. Decimals, as in dollars and cents. Problems. Denominate numbers continued. 160 minutes per week.

*Grade VI.* Multiplication and division of fractions. Decimal fractions. Problems—Profit and Loss. Denominate numbers. Square measure—stressed. Actual measuring—indoors and out on grounds. 160 minutes per week.

*Junior High School, Grade VII and VIII.* Combined mathematics course, with emphasis on mensuration. Advanced drill in decimals, with Metric system. Proportion and progressions, constants and variables. Concrete problems in correlation with general science course. Five forty-minute periods per week.

*Grade IX.* Algebra. Elementary algebra, given with a view to advanced mathematics. Wentworth's text in hands of pupils. Five forty-minute periods per week.

*Grade X.* Geometry. Plane geometry. Wentworth's text, with practical applications. Five forty-minute periods per week.

EQUIPMENT:

Same as for Braille writing. Type slates, use limited to very elementary work.

## *MUSIC DEPARTMENT*

### *Piano*

*Primary*: Revised Braille musical notation; position of body and hands; Mathews' "Standard Graded Studies," Book 1; Meyer's "The First Etude Album"; Mason's "Touch System"; touch and rhythm; analyzing.

Intervals, scales and chords; Kohler's Etudes; Op. 50; Brauer's Etudes, Op. 15; sonatinas and pieces; duets, trios and quartettes.

*Intermediates* Louis Plaidy's Technical Studies: Exercises without moving the hands; do. with the hands firmly fixed; do. with the hands moving; do. changing of the fingers upon one key; scales in different forms; chords arpeggios.

Duvernoy's Etudes Op. 120; Beren's Studies, Op. 61; Czerny's Studies, Op. 299; Heller's Op. 24; Wrist Studies.

Sonatas and pieces; duets, trios, and quartettes; staff notation.

*Advanced Course*: Louis Plaidy's Technical Studies: scales, chords and arpeggios; scales in double thirds and sixths; Gurlitt Studies in Double Thirds and Sixths. Op. 100; Cramer's Studies; Heller's Etudes, Op. 45; Czerny's Etudes, Op. 740; Bach's Two and Three voiced Inventions; Czerny's Toccato Op. 92; Moscheles' Preludes Op. 73; Doering's Octave Studies Op. 25; Moscheles' Etudes, Op. 70; Clementi-Tausig, Gradus ad Parnassum; Heller's Op. 16; Kullack's Octave Studies, Book 2 and 3; Bach's Preludes and Fuges; Chopin's Studies.

### *Pipe Organ*

Organ Studies arranged by Otto Fleissner; Stamer's Organ Method; Douglas' Organ Method; Organ Stops and Registration; Organ Construction; Bach's Organ Compositions; Pieces, sonatas, and symphonies, hymns, accompaniments, extemporization; History of the Organ.

### *Violin*

Individual lessons only on basis of pupil-half-hour, with assigned practice. Only pupils passing a high selective test will be granted special funds for taking violin lessons.

### *Vocal*

The course in singing is so arranged as to give advantage to the greatest number of students in the school. Classes are held twice a week, providing ample opportunity for all those who have a desire to learn to sing. Attention is given to the development of the speaking as well as the singing voice, for it is recognized that a well modulated speaking voice is a great asset in both business and professional life. In addition to the classes in singing individuals with promising voices, as well as those needing extra attention in voice modulation, are given special consideraton. The entire student body meets two evenings a week for choral singing, and receives training in part singing, choral tone quality, and general musical appreciation. The choral participates in the two principal concerts of the year given by the school, one at Christmas time, and the other at commencement. As often as possible opportunity is provided for a limited number of music students to attend concerts outside the school given by visiting artists of note.

### *Theory*

E. F. Richter's Manual of Harmony; Alfred Richter's Additional Exercises; Foote and Spaulding's Modern Harmony. Intervals, triads and inversions, seventh chords and inversions, modulation, altered chords, melody construction, melody accompaniment, part movement. Simple and double counterpoint; canon and fuge; musical forms.

## *HISTORY OF MUSIC*

Fillmore's History of Music. Hamilton's Outlines of Music History.

## *ELEMENTARY HANDWORK*

OBJECTIVES:

This type of training is closely correlated with physical education. Its purpose is to develop the finer muscular coordinations and to prepare the way for the more exacting crafts which follow.

THE COURSE:

*Lower Primary Grades.* Simple weaving and basketry; sand table work and clay modeling; emphasis on constructive and creative activities.

*Upper Primary Grades.* Same type of work continued in case of children lacking muscular control. Otherwise children are delegated to suitable vocational activities.

## *TYPING*

THE COURSE:

*Upper Primary, Grades V and VI.* The regular graded course in typing begins in grade V. Five forty-minute periods per week.

*Junior High School.* Continuation of regular graded lessons, five forty-minute periods per week, with extra periods for practice. In addition, a definite proportion of all written work must be submitted in typewritten form.

### *Notes on Typing*

Typewriting class procedure consists of the following:

1. A rhythm drill of letter combinations typed to music and a short phrase repeated to music. In both special attention is given to technique.

2. Writing business letters to get facility in using the different forms is another phase of the work.

3. All directions and assignments in typing are taken in Braille. A perfect typewritten copy of an assignment or directions gets an O. K. for the Braille, giving double credit for the typewritten as well as the Braille copy.

4. A special crusade on spelling and typographical errors is started at the beginning of the year. This consists of correcting every error made in outside or class work. The errors each individual makes are taken down in Braille and the correction typed until the child can produce two perfect consecutive lines and a sentence using the corrected word.

## *BASKETRY AND WEAVING*

OBJECTIVES:

These courses are designed to give selected pupils a comprehensive and practical training. The aim is to produce a standard, marketable article, with constantly increasing dexterity and speed.

*Basketry.* Graded lessons in various types of weaves, free-hand and form shaping; reed, raffia, willow and other materials studied and their adaptabilities learned by practice. Classes limited to ten pupils each. Five sixty-minute periods per week.

*Weaving.* Work in rag rug and simple bath rug designs, followed by pattern weaving of towels, cushion covers and other simple articles. Course given only to a selected group of girls who have shown special aptitude.

## *PIANO TUNING*

This course is a trade course for older boys. It is thoroughly practical from the beginning. Given by a master-tuner, it leads directly to a special certificate of proficiency. Hours arranged to give long consecutive periods for thorough and intensive training.

## *HOME ECONOMICS*

*Sewing.* Practical course in plain sewing, leading to dressmaking. Emphasis on the repair and upkeep of the individual wardrobe. Special stress on neatness of appearance and personal hygiene.

*Cooking.* Training in housework, the setting of tables,

serving of meals, the preparing of trays for the sick, the planning and preparation of school parties and picnics. Stress is given all matters of table etiquette, appearance of dining room and proper upkeep of the kitchen. The manner of receiving guests formally and informally is learned through actual experience in the girls' residence where they have the opportunity of entertaining prominent visitors and friends of the school at various social affairs.

### *CHAIR-CANING, BROOM-MAKING.*

Chair-caning is taught purely from the vocational point of view. Boys begin their work on form seats and as soon as they are doing acceptable work, they pass to the re-caning of chairs belonging to the School. Five sixty-minute periods per week.

Broom-making is taught to a selected group of older boys. The work is practical from the beginning, no product being passed until it attains market standards. Five sixty-minute periods per week.

### *Notes on Musical and Industrial Equipment*

In the building plans of the School, chief consideration has been given to the possibility of making all parts of the plant educational.

*Music.* Pipe organ in assembly room; pianos in school building and boys' and girls' residences; library of Braille music on zinc plates from which copies are made as needed.

*Basketry and Weaving.* Work room with hand looms, tables and equipment for varnishing, dyeing and shaping forms; store space for materials.

*Broom-Making.* Large workroom with assorting tables, seeder, assembling machines and other machines necessary for complete process of broom-making.

*Chair-Caning.* Small room with equipment for practical work. Pupils begin with form seats and then pass on to re-caning of chair seats for the School.

*Sewing.* Room with cabinets, cutting tables, standard sewing machines and complete equipment for plain sewing.

*Cooking.* Complete kitchen and use of main dining-room, with full equipment for cooking and serving.

# REPORT OF THE OCULIST AND AURIST

*To the Principals of the California Schools*
*for the Deaf and the Blind,*
*Berkeley, California*

*Gentlemen:—*

During the preceding two years there has been considerable improvement in the health of the pupils of both institutions.

The removal of diseased tonsils and adenoids has lessened to some extent the diseases referable to those causes.

There remain however a number of pupils whose throats need surgical attention. Cooperation on the part of the parents is necessary and every effort should be made to obtain consent for needed operations. Chronic and acute discharging ears are fairly common in both schools.

We are badly in need of an ultra violet ray lamp and quartz light for the proper treatment of certain cases.

All new scholars have been examined and if glasses were thought necessary were prescribed.

Respectfully submitted,
J. C. EDWARDS, M. D.,
*Oculist and Aurist*

## REPORT OF THE DENTIST

*To the Principals of the California Schools*
*for the Deaf and the Blind,*
*Berkeley, California*

*Sir*:—

Having been connected with this department for several years I am able to make comparisons as related to the care of the teeth of the pupils of both the Deaf and Blind Schools from year to year.

It is a source of gratification to note steady improvement in the care of the teeth by the pupils, and the hearty cooperation of the parents in response to letters sent to them, telling of defects and their correction.

The general condition of the teeth of the new pupils is fair. They are examined immediately after entrance. A large majority of them have had their mouths properly attended; those that have not, are poor indeed.

The teeth of the pupils of both schools, I would say, were normal or better, due no doubt to directed attention by nurse and matrons.

There has been no return of Vincent's infections, that troubled us some last term. It is too early yet to note the effect of flu and gum infections.

Respectfully submitted,
WILLIAM B. LUDLOW,
*Dentist in charge*

# REPORT OF THE PHYSICIAN

*To the Principals of the California Schools*
*for the Deaf and the Blind,*
*Berkeley, California*

*Gentlemen*:—

It is with great pleasure that I review the two years ending June 30, 1928, and compare this period with the previous two years.

First I wish to thank you both for your thoughtful cooperation in carrying out preventive medical measures and in aiding me to obtain the necessary equipment to further the health of the children. I also appreciate your aid in obtaining the confidence and permission of the parents to carry on work in immunity.

During this period the school population was approximately 300 pupils. In all there were 274 hospital entries, the majority of which were colds with an average stay of five days. It has not been our policy to hurry the children back to school after an illness, but to allow them plenty of time to recover, especially if the child is not up to the average physically.

There have been but few serious accidents, two broken forearms and two fractured shoulders all of which healed without deformity.

Contagious diseases have been restricted to two cases of scarlet-fever, two of mumps and thirteen of German measles. We feel that we have been exceedingly fortunate in this low average and credit it to the careful watchfulnes of the nurse and matrons. Each slight injury or ailment is immediately reported to the nurse by the matrons and careful insolation is observed in all suspicious conditions.

Morning and evening clinics are held by the nurse, where dressings, treatments and emergency conditions are looked after. The daily attendance at these clinics average seventy a day. This large attendance indicates the confidence the children have in the nurse's attention to their minor ailments rather than any serious discomforts.

Two pupils have had to retire from school because of an active tuberculosis. Several show positive reactions to tuberculin and have enlarged glands, but are putting on weight.

All children are immunized to small-pox, and diphtheria, the only exceptions being those where objections by the parents were made and these objections are becoming fewer and fewer.

Especial attention is given underweight children. They are weighed once a month, tonics prescribed, extra nourishment given, a rest period insisted on and sun-baths given when the season permits. Fewer children were underweight when they left for home at the end of the term May, 1928, than during the previous four years. A check of the weights in general shows that the children return to the School in the fall weighing less than when they left for the summer vacation, which should indicate that their school life, despite its work, is conducive to better health than a supposedly restful summer at home.

We have obtained new beds for the hospital which assure the children of more comfort while sick, a large sun-bath yard has been provided and equipped with twenty army cots upon which the underweight children recline in the sun when the season permits.

We have asked for and hope with your aid to obtain soon a Quartz light with which to treat a variety of ills.

The diets have been under our constant supervision. All institutions have to combat a tendency toward an excessive amount of starches due to various factors and we have not been without this difficulty. The children, however, are served food which satisfies their appetites and there is seldom a complaint. The younger children are given special attention and are not permitted the foods more difficult of digestion.

The following is a week's menu:

| BREAKFAST | DINNER | SUPPER |
|---|---|---|
| SUNDAY—Oct. 2, 1927 | | |
| Fruit | Salad | Macaroni salad |
| Corn flakes | Roast veal & dressing | Cold meats |

| | | |
|---|---|---|
| Scrambled eggs | Mashed potatoes | Sour pickles |
| Hot rolls and butter | Sugar corn | Cottage cheese |
| Coffee and cocoa | Bread and butter | Bread and butter |
| | Watermelon | Fruit and cake |
| | Milk | Milk |

MONDAY—Oct. 3, 1927

| | | |
|---|---|---|
| Fruit | Beet salad | Navy bean soup |
| Rolled oats | Braized short ribs | Small frankfurters |
| Fried potatoes & eggs | Brown potatoes | Tomato catsup |
| Dry toast | Spinach | Bread and butter |
| Coffee and cocoa | Bread and butter | Fruit and cookies |
| | Raisin pie | Milk |
| | Milk | |

TUESDAY—Oct. 4, 1927

| | | |
|---|---|---|
| Fruit | Salad | Beef Broth |
| Cracked wheat | Veal Goulash with noodles | Macaroni with cheese |
| Grilled bacon | Steamed potatoes | Cold slaw |
| Rolls and butter | Hot slaw | Bread and butter |
| Coffee and cocoa | Bread and butter | Raised doughnuts |
| | Panama Cream pudding | Fruit |
| | Milk | Milk |

WEDNESDAY—Oct. 5, 1927

| | | |
|---|---|---|
| Fruit | Salad | Oyster soup |
| Farina | Potted beef with vegetables | Bayo beans with sausage |
| Hot cakes and syrup | Mashed potatoes | Mashed potatoes for younger children |
| Coffee and cocoa | String beans | Bread and butter |
| | Bread and butter | Cup cakes and fruit |
| | Cocoanut cream pie | Milk |
| | Milk | |

TH'SDAY—Oct. 6, 1927

| | | |
|---|---|---|
| Fruit | Salad | Soup |
| Corn meal mush | Boiled beef with puree of split peas | Steamed rice with raisins |
| Fried potatoes with diced bacon | Steamed potatoes | Bread and butter |
| Coffee cake and butter | Creamed carrots | Snails and fruit |
| Coffee and cocoa | Bread and butter | Milk |
| | Rice custard | |
| | Milk | |

FRIDAY—Oct. 7, 1927

| | | |
|---|---|---|
| Fruit | Salad | Puree of tomato |
| Cracked wheat | Steamed fish, egg sauce | Beef stew with dumplings |
| Boiled eggs | Steamed potatoes | Bread and butter |
| Hot biscuits and butter | Lima beans | |

| | | |
|---|---|---|
| Coffee and cocoa | Bread and butter<br>Peach pie<br>Milk | Fruit and cake<br>Milk |

SAT'DAY—Oct. 8, 1927

| | | |
|---|---|---|
| Fruit<br>Farina<br>Fried bacon<br>Hot rolls and butter<br>Coffee and cocoa | Salad<br>Hamburger Roast English style<br>Steamed potatoes<br>Spinach<br>Bread and butter<br>Strawberry cream pudding<br>Milk | Scotch broth<br>Spaghetti Italian<br>Bread and butter<br>Fruit and spiced bars<br>Milk |

The swimming pool is disinfected with chlorine gas and a careful watch is kept of the bacterial count.

The staff consists of a pediatrician, an oculist and aurist, a dentist and a nurse. The physician makes daily visits, the oculist and aurist once a week, the dentist also once a week or more often if necessary. They also receive pupils in their offices for especial eye and ear examination and dental work. The nurse resides at the hospital and is present day and night.

The hospital has twenty beds and is equipped with a dental chair, a sterilizer, and instruments for performing a few minor surgical procedures. We also have facilities for feeding the patients.

Very poor isolation facilities exist. A more modern hospital is imperative within the near future, which should be equipped with facilities for operations such as tonsilectomy and suitable isolation quarters.

Separate hospitals for the deaf and the blind should be provided if it is desirable to separate the funds of one school completely from the other.

A more modern method of preparing, cooking and serving the food is advisable than now exists in the main dining-room.

Better heating facilities than now exists in the old buildings would safeguard the health of the children.

The children should be encouraged and urged in every way possible to have teeth and tonsils cared for at home, by

their own counties if necessary, during vacation, for it is there that the expense should be borne.

I have enjoyed my connection with the schools, which has been made pleasant through your many kindnesses and co-operation.

It is my hope that we shall be able to continue to advance the health conditions still more in the future.

Respectfully submitted,

R. H. HOOBLER, M. D.

# FINANCIAL REPORT

## California Schools for the Deaf and the Blind

### Statement of Expenditures

### 1926—1927

| | Material and Supplies | Salaries and Wages | Services and Expense | Property and Equipment | TOTAL |
|---|---|---|---|---|---|
| Instruction | 1362.33 | 70758.09 | 5289.69 | 2787.57 | 80197.68 |
| Support & Subsistence | 33881.59 | 19366.36 | 6361.70 | 4032.19 | 63641.84 |
| Care & Welfare | 1029.28 | 9807.49 | 179.31 | 217.81 | 11233.89 |
| Maint. & Operation | 7040.24 | 11992.08 | 6379.26 | 1411.40 | 26822.98 |
| Farming | 161.00 | | | 55.55 | 216.55 |
| Admin. & General | 540.40 | 11186.28 | 1648.70 | 2341.67 | 15717.05 |
| Total Ordinary Exp. | $44014.84 | 123110.30 | 19858.66 | 10846.19 | 197829.99 |
| Prior Year Expense | 1943.00 | | | | 1943.00 |
| Additions & Betterments | | | | 95062.40 | 95062.40 |
| Non-Structural Imp. | 51.05 | | | | 51.05 |
| Structural Equipment | | | | 7623.75 | 7623.75 |
| Total Expenditures | $46008.89 | 123110.30 | 19858.66 | 113532.34 | $302510.19 |

# FINANCIAL REPORT

## California Schools for the Deaf and the Blind

### Statement of Expenditures

### 1927—1928

| | Material and Supplies | Salaries and Wages | Services and Expense | Property and Equipment | TOTAL |
|---|---|---|---|---|---|
| Instruction | 1766.86 | 76688.34 | 1701.54 | 4572.80 | 84729.54 |
| Support & Subsistence | 38354.11 | 19483.68 | 8945.49 | 3254.58 | 70037.86 |
| Care & Welfare | 576.34 | 9697.75 | 538.98 | 921.23 | 11734.30 |
| Maint. & Operation | 6650.72 | 13187.09 | 6586.03 | 618.31 | 27042.15 |
| Farming | 4.95 | | | | 4.95 |
| Admin. & General | 597.18 | 13765.36 | 2175.45 | 2307.83 | 18845.82 |
| Total Ordinary Exp. | $47950.16 | 132822.22 | 19947.49 | 11674.75 | $212394.62 |
| Additions & Betterments: | | | | | |
| Structural | | | | 223.45 | 223.45 |
| Non-Structural | | | | 214.47 | 214.47 |
| Equipment | | | | 38.76 | 38.76 |
| Dept. of Public Works | | | | 10495.21 | 10495.21 |
| TOTAL | | | | 10971.89 | 10971.89 |
| Prior Year Expense | | | | | 17362.61 |
| College Readers | | | 3193.97 | | 3193.97 |
| Total Expenditures | $47950.16 | $132822.22 | $23141.46 | $22646.64 | $243923.09 |
| Area of Grounds Acres | | | | | 131.35 |
| Value of Grounds Bld'gs & Equipment | | | | | $933161.63 |

## BOYS

| Name | County |
|---|---|
| Alvernaz, Manuel | Alameda |
| Archibald, Lamar | Lassen |
| Bardmess, Carl | Santa Cruz |
| Barnett, Lloyd | San Francisco |
| Block, Joseph | San Joaquin |
| Boast, Irving | Tehama |
| Bornowski, Frank | San Deigo |
| Bossieux, Charles | Alameda |
| Brown, James | Los Angeles |
| Buell, Charles | Riverside |
| Burwell, Elwin | Sacramento |
| Campbell, Robert | Los Angeles |
| Cattolica, Sam | San Francisco |
| Chavoor, Naum | Los Angeles |
| Dalton, Earl | Alameda |
| Darbo, Russell | Alameda |
| Dependener, Raymond | Placer |
| Douglas, Frederick | Los Angeles |
| Eaton, Robert | Butte |
| Edwards, William | Alameda |
| Ferrara, Frank | Los Angeles |
| Fogarty, George | San Francisco |
| Galloway, Charles | San Francisco |
| Gates, Peter | Alameda |
| Gerrey, William | State of Nevada |
| Gioletti, George | Stanislaus |
| Green, Walter | Los Angeles |
| Hall, Robert | Alameda |
| Herring, Arthur | San Bernardino |
| Hobbs, George | Fresno |
| Hobson, Henry | Alameda |
| Honeyball, Charles | Los Angeles |
| Jiminez, Jose | Shasta |
| Kertes, Charles | Los Angeles |
| Large, Earl | Los Angeles |
| LaVallee, Eldridge | Sacramento |
| McCoy, Richard | Humboldt |
| McGregor, Milton | Los Angeles |
| McHenry, James | Tulare |
| Marcelino, Laurence | Merced |
| Nelson, Vern | Placer |
| Nielsen, Andrew | Los Angeles |
| Nightingale, Frank | Alameda |
| O'Neill, Frank | Merced |
| Osborne, Glenn | Orange |
| Oshima, George | San Joaquin |
| Piazzoni, Frank | Monterey |
| Polglase, Reide | Alameda |
| Price, Kingsley | Santa Rosa |
| Quinones, Ernest | San Francisco |
| Reyes, Ezequias | Los Angeles |
| Richardson, Carl | Kern |
| Riley, Francis | San Francisco |
| Rivera Benjamin | Kern |
| Rotkin, Max | Los Angeles |
| Sanchez, Jesus | Riverside |
| Sartwell, Irvin | Santa Barbara |
| Schurr, Morris, | Butte |
| Smith, Francis | Santa Cruz |
| Spezzi, Ambrose | Contra Costa |
| Stockton, Robert | Trinity |
| Tenbroek, Jacobus | Fresno |
| Tong, Leroy | Nevada |
| Tong, Wilmer | Nevada |
| Tourigny, Joseph | San Diego |
| Vasil, Gligor | San Francisco |
| Verdusco, Alfonzo | San Diego |
| Vincent, Alfred | San Diego |
| Ward, Orion | San Diego |
| Wood, Carl | Alameda |
| Wyatt, John | Alameda |

## GIRLS

| Name | County |
|---|---|
| Adams, Josephine | San Francisco |
| Arbuthnot, Ellen | Shasta |
| Bales, Flossie | Del Norte |
| Borges, Mary | Contra Costa |
| Bracamontc, Mary | Los Angeles |
| Bradley, Madelyn | Los Angeles |
| Brown, Ruth | Siskiyou |
| Brummeler, Judith | San Bern'd'o |
| Burton, Ladine | Alameda |
| Carter, Hazel | Santa Clara |
| Courade, Anna | Contra Costa |
| Cripe, Alvera | Humboldt |
| Curran, Janet | Fresno |
| Dahl, Martha | San Diego |
| Darr, Arline | Stanislaus |
| Davison, Maxine | Los Angeles |
| DeChesne, Claire | Butte |
| Drumm, Anita | San Joaquin |
| Enos, Wilda | San Mateo |
| Evelyn, Edna Mae | Alameda |
| First, Minniebell | Kern |
| Fowler, Ruth | Alameda |
| Franco, Mercedes | San Francisco |
| Franklin, Irene | Alameda |
| Frunz, Pauline | Stanislaus |
| Fulton, Ruth | Yolo |
| Graydon, Ruby | Alameda |
| Gurwell, Wanda | Los Angeles |
| Hughes, Arlesa | Santa Clara |
| Isles, Hilda | San Francisco |
| Johannsen, Claudia | San Franc'o |
| Kirkpatrick, Clara | Kern |
| Lindquist, Agnes | Stanislaus |
| McHenry, Lois | Alameda |
| Meines, Agnes | San Bernardino |
| Osborne, Lucille | Orange |
| Parrish, Ruth | Sacramento |
| Patlian, Grace | Los Angeles |
| Pedro, Louise | Tuolumne |
| Raviola, Anna | Alameda |
| Reicherd, Katherine | Fresno |
| Richard, Nina | State of Nevada |
| Ricketts, Florence | Riverside |
| Ricketts, Leora | Riverside |
| Rissetto, Mabel | Yuba |
| Roberts, Louise | Alameda |
| Rubio, Lucille | San Francisco |
| Ruelas, Lucy | Los Angeles |
| Sarille, Elodie | Alameda |
| Scott, Dorothy | Sacramento |
| Siikarla, Elma | Humboldt |
| Soletti, Ellen | San Mateo |
| Stockton, Hazel | Trinity |
| Sturtevant, Cora | Butte |
| Thorpe, June | San Joaquin |
| Torres, Cruz | Los Angeles |
| Torres, Luisa | San Bernardino |
| Van Ness, Jean | Los Angeles |
| Wayner, Frances | San Diego |
| Weller, Opal | Alameda |
| Williams, Annette | Santa Clara |
| Williams, Elizabeth | San Diego |
| Williams, Lora | Kern |
| Wilson, Sadie | Shasta |